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# **Pedagogical monitoring as an instrument of assessing effectiveness of using technological approach in teaching rural students**

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## **Abstract**

© Medwell Journals, 2015. Currently there are notable "breakthroughs" in educational research focused on quality upgrading of a rural school. Strategic and practical projects concerning rural school upgrade related with such concept as their restructuring are discussed. An own view on this issue is provided not only by the experts with a scientific but also by the employees at rural schools as well as the heads of government operating in rural areas. One of the most relevant is a comprehensive humanization of a rural school associated with deep qualitative transformations of its educational environment on the basis of personality-oriented development concepts. These changes relate to the introduction into the activities of a rural school a new hierarchy of educational values, the provision of an adequate current social situation of models, the new ideas about a graduate's image as well as the updates in a didactic paradigm. In our study, the importance of the technological approach during the training of students in rural schools is justified. The data on the extent of rural teacher training to the development and application of pedagogical innovations are presented, the negative factors hindering the modernization of the educational process are revealed. The results of a comprehensive pedagogical monitoring concerning the status of this problem are presented. The reasons of a rural teacher insufficient preparation are determined to introduce a technological approach to training.

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## **Keywords**

Pedagogical monitoring, Professional identity, Rural school, Technological approach, Technological competence, student-oriented technologies